

California Commission on Teacher Credentialing

*Meeting of
June 6, 2002*

AGENDA ITEM NUMBER: **PREP – 5 IN-FOLDER**

COMMITTEE: **Preparation Standards Committee**

TITLE: **Report on the Relationship Between AB 75 Criteria for
Administrator Training and the Requirements for the
Professional Administrative Services Credential**

 Action

 XX **Information**

Strategic Plan Goal(s):

Goal 1: **Promote educational excellence through the preparation and certification of
professional educators**

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**Report on the Relationship Between AB 75 Criteria
for Administrator Training and the Requirements for the Professional
Administrative Services Credential**

**Professional Services Division
June 5, 2002**

Executive Summary

During its March 2002 meeting, the Commission adopted an action plan to accomplish the following objectives regarding the Administrative Services Credential:

- Provide greater flexibility to districts in employing individuals for administrative positions at the district level;
- Recast administrator standards, preparation and induction to focus on instructional leadership, and success for all students;
- Authorize alternative, standards-based routes to the credential, including preparation offered by local school districts;
- Ensure licensure portability for administrators prepared in other states;
- Restructure the professional clear credential requirements to focus on mentoring, support and assistance;
- Allow capable, experienced individuals to “test out” of credential requirements, through a combination of written and performance-based measures.

To implement the action plan, the Commission is sponsoring legislation and pursuing changes in Title 5 regulations, and the Executive Director has appointed a design team to assist staff in revising standards of quality and effectiveness for Administrative Service Credential preparation programs. This agenda report provides an update on the work of the design team and provides some analysis of AB 75 (Steinberg, 2001) and its relationship to the requirements for earning a professional administrative services credential.

Policy Question

How does AB 75 relate to the requirements for earning a professional administrative services credential?

Fiscal Impact Summary

The recommendations in this report can be implemented within the Commission’s base budget.

Report on the Relationship Between AB 75 Criteria for Administrator Training and the Requirements for the Professional Administrative Services Credential

**Professional Services Division
June 4, 2002**

Background

The structure and content of administrator preparation has been a topic of great discussion in California for the last eighteen months, and as such, has received considerable attention from the Commission. During its March 2002 meeting, the Commission adopted an action plan to accomplish the following objectives:

- Provide greater flexibility to districts in employing individuals for administrative positions at the district level;
- Recast administrator standards, preparation and induction to focus on instructional leadership, and success for all students;
- Authorize alternative, standards-based routes to the credential, including preparation offered by local school districts;
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New Options for Earning an Administrative Services Credential

Following months of testimony and analysis of policy options regarding the content and structure of administrator preparation, the Commission took action to establish new options for earning the preliminary and professional Administrative Services Credential, as depicted in Table 1 on the next page. Under this new system, candidates for an administrative services credential will have multiple, standards-based options to choose from in order to obtain a preliminary or professional credential. The Commission sought to both increase the supply of qualified administrators and improve preparation through these reforms. New standards to govern these options are under development, and will be presented to the Commission for information and consideration in September or October.

**Table 1: Proposed Standards-Based Options for Earning
an Administrative Services Credential**

PRE-REQUISITES	OPTIONS FOR PRELIMINARY CREDENTIAL	OPTIONS FOR PROFESSIONAL CREDENTIAL
<ul style="list-style-type: none"> ◆ CBEST ◆ Teaching or Services Credential ◆ Three years experience 	<ul style="list-style-type: none"> ◆ College or university based program ◆ IHE or LEA sponsored internship ◆ Approved program offered by an alternative provider ◆ CCTC approved Assessment 	<ul style="list-style-type: none"> ◆ College or university based program ◆ Approved program offered by an alternative provider ◆ AB 75 Principal Training Program ◆ Mastery of accredited fieldwork performance standards ◆ CCTC Approved Performance Assessment

Standards for the Administrative Services Credential

In March, 2002, the Commission directed staff to revise the standards governing preparation programs for the Administrative Services Credential, and to align them with the new California Professional Standards for Educational Leaders. In addition, the Commission directed that the requirements for earning the Professional Credential be recast to focus on mentoring, support and assistance. In May 2002, the Executive Director appointed a design team to assist staff in making revisions to the standards in response to Commission direction. The design team met for the first time on May 31, 2002, and there was strong consensus regarding use of the CPSELs as appropriate outcomes for administrators completing any option leading to the Preliminary Credential.

The options that will be enabled for earning the Professional Credential will require substantial revisions in the Commission's existing standards as well. The Commission's sponsored bill, SB 1655 (Scott) and proposed revisions to Title 5 regulations, in addition to last year's AB 75 and existing law governing college and university based programs create an array of options that vary widely in their intensity, content and structure. Staff proposes to "unify" these disparate options by focusing standards for the professional credential on mentoring, support and assistance to new administrators, pursuant to Commission direction. Using the CPSEL standards as the "unifying concept" for the *preliminary* credential will ensure that all administrators enter the profession, regardless of their "route", with a common knowledge and skill base. The particular route to a *professional* credential will depend on the needs of the new administrator as they are mentored into the profession. One of the questions that needs to be addressed is the extent to which training offered pursuant to AB 75 will count toward the requirements for the Professional Credential. The next sections of this report provide a summary of the requirements for the AB

75 Principal Training Program, and a brief analysis of the comparability of these requirements to the CPSEL standards.

Overview of the AB 75 Principal Training Program

AB 75 (Steinberg, Chapter 697 2001) establishes the Principal Training Program to provide professional development training to school-site administrators. The measure provides authorization to, and incentive funding for, Local Education Agencies (LEAs) to provide the training and requires the State Board of Education (SBE) to develop criteria for the approval of training providers, in consultation with the Commission on Teacher Credentialing (Commission) and other experts. In addition to state funding of \$15 million, the Gates Foundation has provided incentive matching funds for AB 75 professional development efforts in the amount of \$18 million. Funding is sufficient (at this time) to prepare all principals and vice-principals over a three-year period. Finally, the measure authorizes the Commission to approve an AB 75 training program as meeting a portion or all of the requirements to fulfill the standards for a professional clear administrative services credential.

Current Status

The SBE convened an advisory group of principals, district administrators, and other experts to develop and review the criteria for the approval of training providers. The Advisory Group met several times between October 2001 and January 2002 to develop and refine the criteria and requirements. On February 7, 2002 the SBE approved the draft criteria and requirements for the approval of training providers (technical amendments and additional detail from the Sacramento County Office of Education pending), which were finalized in the spring of 2002. The California Department of Education, in conjunction with the SBE released a request for proposals and the SBE acted to approve the release of funds to LEAs during their May 2002 meeting. No providers have been approved to offer the training as of this date. Pursuant to legislative intent, priority for the use of AB 75 and related funding will be given to key administrative staff in “low-performing” and “hard-to-staff” schools.

Summary of Requirements and Criteria

The criteria and requirements for the Principal Training Program are grounded in the SBE adopted K-12 academic content standards and curriculum framework with the ultimate goal of improving student academic achievement. Thus, the AB 75 criteria were developed with the clear expectation that training providers focus all training on improving student achievement through the...”thoughtful implementation of standards-based instruction, curriculum frameworks, instructional materials and the use of pupil assessment instruments”¹.

AB 75 training providers will be expected to design programs to fit the needs of individual local education agencies (LEAs), schools, and principals and differentiate the training program options to address various levels of principal experiences, current competencies and prior training. In cases where there is substantial evidence that an individual principal has already mastered the

¹ SBE AB 75 Draft Criteria

basic (and advanced, if available) content being offered by the provider, the individual principal may waive out of the training module(s) offered by the provider and instead participate in an alternative course of professional development. It is the responsibility of the LEA, in consultation with the provider and the individual, to determine an alternative course of professional development that is equal in time duration and rigor to the standard training. The requirements for individual principals to waive out of the standard training offered by the providers and proceed into an alternative course of professional development are detailed in the SBE criteria.

AB 75 requires that principals receive training in the following content areas, identified in subsection 44511(a):

- (1) School financial and personnel management.
- (2) Core academic standards.
- (3) Curriculum frameworks and instructional materials aligned to the state academic standards.
- (4) The use of pupil assessment instruments, specific ways of mastering the use of assessment data from the Standardized Testing and Reporting Program and school management technology to improve pupil performance.
- (5) The provision of instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance.
- (6) Extension of the knowledge, skills and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.

AB 75 content areas (a) (1) through (6) are required by law. AB 75 content area (b), below, is optional.

(b) The additional instruction and training areas that may be considered to improve pupil learning and achievement based upon the needs of participating school site administrators include pedagogies of learning, motivating pupil learning, collaboration, conflict resolution, diversity, parental involvement, employee relations and the creation of effective learning and workplace environments.

The AB 75 criteria specifies that training in these content areas will be provided in two phases, an Institute and a Follow-Up Practicum. The entire training program is divided into 3 modules aligned with general competencies. Each module includes guidelines for both the Institute phase and the Follow-Up Practicum phase. The Follow-Up Practicum offers significant opportunities for individualization and mentoring. Follow-up activities are expected to be tailored to the appropriate skill level and experience of the individual. The three modules are defined as follows:

Module 1: *Leadership & Support of Student Instructional Programs*

Module 1 should emphasize the knowledge and actions required to lead and assist teachers in fully implementing the standards-based instructional programs approved by

the local school board; and to plan, monitor and act on assessment data for improving instruction and student achievement.

Module 2: *Leadership & Management for Instructional Improvement*

Module 2 should clearly focus on the elements necessary to align monetary and human resources to appropriate priorities to support and monitor effectiveness of instruction and improvement on student achievement.

Module 3: *Instructional Technology to Improve Pupil Performance*

Module 3 should focus on technology applications, which link and support Module 1 and Module 2 in addition to serving a key role for process and system-wide improvements. Under the special funding and program considerations detailed by the Gates Foundation, technology will not be merely a stand-alone component of the training, but will be embedded throughout the training as a tool to support the principal's work as an instructional leader.

The requirements for the breadth and depth of the training curriculum for the modules is further detailed in the SBE criteria.

Providers may apply for approval to provide training in one or more modules and can only provide training for modules for which the SBE has approved them. LEAs can use an external provider for one or two modules, and apply to be their own provider for the remaining module(s). This will enable LEAs to create an effective program using a team of providers each with focused expertise and quality track records.

It is important to note that in order for schools to receive funding under AB 961 (Steinberg and Vasconcellos 2001), the High Priority Grant Program for Low Performing Schools, all principals in low-performing schools must participate in AB 75 training. Therefore, those principals may be required to complete preliminary requirements, professional clear requirements and AB 75 training, unless the Commission recognizes AB 75 training as equivalent, under new standards, to the professional clear credential requirements.

The Commission's direction to staff, to align new standards for administrator preparation with the CPSEL standards, raises the question, how will the Principal Training Program authorized under AB 75 relate to this "vision" of a competent administrator? A preliminary analysis shows a high degree of overlap, conceptually, between the domains of the CPSEL standards and the broad domains of the AB 75 criteria for training, as depicted in Table 2 on the next page. Training approved under AB 75 will focus more deeply on issues that are part of CPSELs Standard 2, with less attention to the full range of issues represented in the six CPSELs. In addition, training approved under AB 75 will focus on particular methods of improving school performance in the areas of reading and mathematics, and on ways to improve student achievement in low-performing schools. Given that in the future, all administrators will enter their second phase of preparation (leading to the professional credential) having had a comprehensive preparation in all aspects of the CPSELs, staff is leaning toward a recommendation that the Commission recognize AB 75 training, offered in a context wherein the candidate is mentored, supported and assisted, as fully meeting the requirements for the

professional credential in the future. This analysis is offered to stimulate discussion among Commissioners in order to inform staff regarding the Commission's preferences in this matter.

Table 2: Comparison between California Professional Standards for Educational Leaders and AB 75 Criteria for the Principal Training Program.

CPSEL Standards	AB 75 Criteria
<p>Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.</p>	<p>44511(a)(6) Extension of the knowledge, skills and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.</p>
<p>Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>	<p>44511(a) (2) Core academic standards. 44511(a) (3) Curriculum frameworks and instructional materials aligned to the state academic standards. 44511(a) (4) The use of pupil assessment instruments, specific ways of mastering the use of assessment data from the Standardized Testing and Reporting Program and school management technology to improve pupil performance. 44511(a)(5) The provision of instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance. 44511(a)(6) Extension of the knowledge, skills and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned. AB 75 Optional Area (b) The additional instruction and training areas that may be considered to improve pupil learning and achievement based upon the needs of participating school site administrators include pedagogies of learning, motivating pupil learning, collaboration, conflict resolution, diversity, parental involvement, employee relations and the creation of effective learning and workplace environments.</p>

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.	44511(a)(1) School financial and personnel management. 44511(a)(6) Extension of the knowledge, skills and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.
Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	44511(a)(6) Extension of the knowledge, skills and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned. AB 75 Optional Area (b) The additional instruction and training areas that may be considered to improve pupil learning and achievement based upon the needs of participating school site administrators include pedagogies of learning, motivating pupil learning, collaboration, conflict resolution, diversity, parental involvement, employee relations and the creation of effective learning and workplace environments.
Standard 5: A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.	44511(a)(6) Extension of the knowledge, skills and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.
Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.	44511(a)(6) Extension of the knowledge, skills and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.